

Summary of 2008 Mathematics Standard Changes

GRADE K			
Removed POs	POs Moved to a Different Grade Level	POs Moved within the Grade Level or from another Grade Level	New POs
M00-S1C1-10 (2003) Identify penny, nickel, dime quarter, and dollar by using manipulatives or pictures.	M00-S1C3-01 (2003) Solve problems using a variety of mental computations and reasonable estimations. MOVED to M03-S1C3-01 (2008)	M00-S1C1-06 (2003) MOVED to M00-S3C3-01 (2008) Record equivalent forms of whole numbers to 10 by constructing models and using numbers.	M00-S1C1-03 (2008) Identify numbers that are one more or less than a given number to 20.
M00-S1C2-06 (2003) Use grade-level appropriate mathematical terminology. (This skill is required throughout the standard.)	M00-S2C1-05 (2003) Solve problems based on simple graphs, charts, and tables. MOVED to M01-S2C1-02 (2008)	M00-S2C1-01 (2008) Construct simple displays of data using objects or pictures. MOVED from M01-S2C1-02	M00-S1C2-03 (2008) Create word problems based on sums to 10 and differences with minuends to 10.
M00-S2C1-01 (2003) Formulate questions to collect data in contextual situations.	M00-S2C3-01 (2003) Make arrangements that represent the number of combinations that can be formed by pairing items taken from 2 sets, using manipulatives (e.g., How many outfits can one make with 2 different color shirts and 2 different pairs of pants?). MOVED to M02-S2C3-01 (2008)	M00-S3C3-02 (2008) Compare expressions using spoken words and the symbol =. MOVED from M01-S1C2-12 (2003)	M00-S1C3-01 (2008) Identify quantities to 20 as more or less than 5 or as more or less than 10.
	M00-S2C4-01 (2003) Color pictures with the least number of colors so that no common edges share the same color (increased complexity throughout grade levels). MOVED to M02-S2C4-01 (2008)	M00-S5C2-01 (2003) and M00-S5C2-02 (2003) MOVED to M00-S2C3-01 (2008) Sort, classify, count, and represent up to 20 objects and justify the sorting rule.	M00-S3C1-02 (2008) Recognize, describe, extend, and record simple growing patterns.

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			M00-S5C2-01 (2008) Identify the question(s) asked and any other questions that need to be answered in order to find a solution.
			M00-S5C2-02 (2008) Identify the given information that can be used to find a solution.
			M00-S5C2-03 (2008) Select from a variety of problem-solving strategies and use one or more strategies to arrive at a solution.
			M00-S5C2-04 (2008) Represent a problem situation using any combination of words, numbers, pictures, physical objects, or symbols.
			M00-S5C2-05 (2008) Explain and clarify mathematical thinking.
			M00-S5C2-06 (2008) Determine whether a solution is reasonable.